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AUTHOR	Griffith, Bernadette
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ABSTRACT

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades nine through twelve synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

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CURRICULUM GUIDE

Language Arts and Career Education 9-12

Cashmere · Peshastin-Dryden
Career Education Project
Cashmere, Washington

CAREER EDUCATION

THE COMPREHENSIVE CURRICULUM

Conducted in

The Cashmere and Peshastin-Dryden School District

Richard D. Johnson, Superintendent

Bernadette Griffith, Project Director

Career Education Project
210 S. Division Street
Cashmere, WA 98815
Telephone (509) 782-1950

INTRODUCTION

The on-going curricular activities in the Cashmere School District has had an increasing emphasis on career education since 1971, when three teachers developed an in-depth program of career awareness activities, which primarily communicated occupational information to ninety fourth grade students.

Involvement in such programs has steadily increased, to the point that all students have, in one form or another, taken part in career-related activities.

Continuation has had significant support from teachers, administrators, school directors and the community at large. Activity guides, developed by local classroom teachers during the 1973-74 school year for K-12 use, proved to be valuable teacher aids. Students were not being exposed to not only occupational information (career awareness), but to information and activities related to the seven other elements of career education (Self Awareness, Educational Awareness, Economic Awareness, Appreciations and Attitudes, Beginning Competency, and Employability Skills). They were also beginning to examine the relationship between such activities and the fifteen occupational clusters, established by USOE.

However, it became increasingly clear that in order to "get it all together", it would be necessary to add scope and sequence, thereby allowing all students equal and developmental exposure to career concepts as they progress through an established, on-going curriculum.

Career education had by this time, been judged an effective educational program by students, school personnel, parents, and members of the business community. Independent evaluative data also corroborated local observations and anecdotal information. If career education were to continue to hold high priority, the next logical step was to infuse it into every discipline area, K-12.

In order to have classroom teachers involved at every step of the infusion process, a three-year time line was developed. Such a plan would allow released time for significant numbers of teachers each year to be a part of the development of a goal-based system, beginning with Language Arts and Social Science the first year, Math, Science and Vocational Education the second year, and completing the process the third year with Foreign Language, Art, Music, Health and Physical Education.

The material presented in this guide has been developed during the first year of the three-year project, which will have as its finished product, a completely revitalized curriculum incorporating the concepts of career education into mainstream curriculum activities.

The guide contains the contributions of classroom teachers from two school districts, so the reader may encounter some duplication. However, the complete programs for each district are contained in two separate sections for reader convenience and continuity.

There are seven documents which have been developed during the 1975-76 school; Language Arts Curriculum Guides, K-5, 6-8 and 9-12; Social Science Curriculum Guides, K-5, 6-8 and 9-12; and a final report that includes evaluation data prepared by a third party evaluator.

All teachers of Language Arts and Social Science, grades 7-12 and a representative from each grade level K-6, from both districts, were involved in a five-day workshop prior to the opening of school in the Fall, and were each allowed eighteen released days throughout the school year for curriculum development activities. Broad program goals were stated for each academic area, followed by the development of course goals for specific course/grade levels. Performance objectives have traditionally followed course goals development. However, this curriculum utilized "indicators" of goal accomplishments, but not to the total exclusion of objectives. Sample activities and resources are included as suggestions for classroom implementation.

Reading is viewed locally as an integral part of the Language Arts program. In fact, because of the integrated teacher methods employed at the elementary level, and particularly in the primary grades, it is difficult to isolate specific subjects. For instance, career education concepts are incorporated into reading; reading skill development takes place during social studies, etc. Program goals have been established for reading. Teachers have begun course goals development, and will continue that process, probably throughout the life of this project. Therefore, the reader may encounter in this working copy, complete reading programs for some grade levels, and incomplete reading programs for other grade levels.

Career education concepts have been infused in various ways, dependent upon implementation methods of individual teachers. The reader may, therefore, find career education goals infused in specific categories, i.e., writing, speaking, history, geography, etc., or as a part of the on-going activities of an entire year's Language Arts or Social Science program.

The underlying purpose of this entire curriculum revision project is to offer students a program of studies that will allow them to examine the relationships that should and does exist between academic subject matter and the world of work, emphasizing the roles of people in all aspects of life. Students will, hopefully, come to regard education, not only as the vehicle by which one grows and matures in thought processes and knowledge content, but also will regard it as a useful tool to be utilized in one's career development process.

ACKNOWLEDGEMENT

In addition to a myriad of resources which are continually being utilized during this project, it is appropriate to give special recognition to two primary sources which have added to the overall continuity of this program:

1. K-12 Course Goals in Language Arts produced by the Tri-County Goal Development Project, Multnomah County I.E.D., Portland, Oregon, with funding assistance through grants from the Oregon Board of Education, the Office of the Superintendent of Public Instruction, State of Washington, and the U.S. Office of Education, Department of Health, Education, and Welfare, 1973.
2. Developmental Program Goals for the Comprehensive Career Education Model (Preliminary Edition). Produced by the Center for Vocational Education, Ohio State University, Columbus, 1972.

Special appreciation is also expressed for the invaluable assistance provided by personnel from the following agencies:

1. Office of the Superintendent of Public Instruction, Olympia, Washington
   a. Division of Curriculum and Instruction
   b. Division of Vocational-Technical and Adult Education Services, Office of Career Education.
2. Center for Vocational Education, Ohio State University, Columbus, Ohio.

ACKNOWLEDGMENT - Continued

Finally, it is appropriate to give credit to those Cashmere and Peshastin-Dryden faculty members, without whose perserverance and commitment, these guides could not have been produced. It is our feeling that their contributions of time and talent are the unique factors that will make these guides a part of a useable curriculum.

CASHMERE SCHOOL DISTRICT

Bill Behler - Sixth Grade
Judy Cain - Middle School
Doris Rae Collirs - Third Grade
Joy Deich - Middle School
Harriet Green - Second Grade
Majorie Jones - First Grade
Marie Kane - Fourth Grade
Kathy Lautensleger - Fifth Grade
Carol Loudon - High School
Vivian Moss - High School
Barbara Schmitter - Kindergarten
Frank Underbill - High School

PESHASTIN-DRYDEN SCHOOL DISTRICT

Elizabeth Crow - Second Grade
Janet Flagel - First Grade
Roberta Foster - Third Grade
Adele Fuhrer - Middle School
Dorothy Rogers - Fourth Grade
Marion Thies - Middle School
Justine Van Belkum - High School
Icyle Zediker - Kindergarten

Final compiling, editing and publishing activities were completed by the Career Education Staff, Cashmere, Peshastin-Dryden Career Education Project, Cashmere, Washington 98815

CAREER EDUCATION PROGRAM GOALS

1. The student develops appropriate feelings toward self and others. (Appreciations and Attitudes)
2. The student knows himself/herself and develops a personal value system. (Self Awareness)
3. The student is able to use information in determining alternatives and reaching decisions. (Decision Making)
4. The student perceives the relationship between education and life roles. (Educational Awareness)
5. The student acquires knowledge of the wide range of careers. (Career Awareness)
6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment. (Economic Awareness)
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior. (Beginning Competency)
8. The student develops social and communications skills appropriate to career placement and adjustment. (Employability Skills)

The outcomes for each of the eight elements are:

1.	Appreciations and Attitudes	----------	Self Social Fulfillment
2.	Self Awareness	----------	Self Identity
3.	Decision Making	----------	Career Decisions
4.	Educational Awareness	----------	Educational Identity
5.	Career Awareness	----------	Career Identity
6.	Economic Awareness	----------	Economic Understanding
7.	Beginning Competency	----------	Employment Skills
8.	Employability Skills	----------	Career Placement

PROGRAM GOALS

COURSE GOALS

STUDENT OBJECTIVES

Developed By

Cashmere School District

LANGUAGE ARTS PROGRAM GOALS
Cashmere School District

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
2. The student responds to language in subjective, analytic, and evaluative ways.
3. The student interprets literature and the humanities as a reflection of the life, values and ideas of this and other cultures.
4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.
5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of style and usage levels, or associations and points of view.
6. The student writes honestly, creatively, clearly, and legibly.
7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.
8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.
9. The student knows that language adapts to the needs of people through time.
10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.
11. The student knows that his/her experience in the work is given meaning and shape by his/her language.

WRITING/SPEECH GOALS

Grade 9

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

3. The student is able to use information in determining alternatives and reaching decisions.

5. The student aquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

WRITING/SPEECH GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2, 6, 7	The student knows that the basic and broadest purpose of writing is to "win over" the reader to the writer's point of view.	The student . . . can explain what parts of his/her writing are directed at "winning over" the reader. . . . can analyze the point of view of an author and can state what the author has done to "win him/her over."
7	The student knows that the choices the writer makes are contingent upon personal perceptions of his/her purpose and upon probable audience reaction.	. . . identifies the elements of a writer's work that indicate the audience he/she has in mind and his/her purpose.
6, 7	The student is able to use illustration--explanation by figure and example--to develop a theme.	. . . can describe an abstract term, using a figure or example that is clearly understood by another student reader. . . . can deduce if he/she was clearly understood, by evaluating a classmate's summarization of his/her description of an abstract term.
6, 7	The student is able to use comparison and comment to develop a theme.	. . . writes on a given topic, developing an equal number and opposite commnet in terms of quantity, quality, or description.
6, 7	The student is able to write out of his/her own experience, internal as well as external.	. . . successfully relates an event in his/her private life describing what happened and how he/she felt. . . . accepts feedback from another student reader to evaluate whether he/she has been successful.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
7	The student is able to write sentences omitting constructions that are frequently inappropriate: run-on sentences, sentence fragments, faulty tense changes, nonagreement, nonparallel construction.	. . . locates own errors in sentence structure of rough drafts. . . . can rewrite sentences, omitting inappropriate constructions.
7	The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.	. . . writes a paragraph which does not include any unrelated sentences. . . . writes a topic sentence for a set of related sentences.
6, 7	The student knows that work written for a formal purpose (as publication) is never completed with the first draft--that a critical examination, which must follow, will probably indicate need for some editing.	. . . makes appropriate marks and cross outs on the first writing of a paper which lead to better writing. . . . does not just copy his/her rough draft.
6, 7	The student is able to use expository techniques in answering essay questions, being aware of special considerations of preparation and time limitations.	. . . can successfully complete an essay in twenty minutes, including preparation, working outline, and final product, along with neat revisions.
7	The student knows that when prefixes are added to root words, double letters occur if the last letter of the prefix is the same as the first letter of the root word (e.g., cooperate).	. . . correctly identifies words of such structure, that are incorrectly spelled in a list of words.
7	The student knows that there are word beginnings (prefixes) and endings (suffixes) that change or add to the meaning of words.	. . . student gives approximate meanings of words constructed by adding suffixes or prefixes. . . . gives approximate meanings of root words which are separated from prefixes or suffixes.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 7	The student is able to proofread his/her own writing to find words with omitted letters, letter reversals, improper endings, and questionable spellings.	. . . can identify and circle all mispelled words while proofreading his/her own rough draft writing. . . . can rewrite, omitting spelling errors in final draft.
1, 7	The student is able to use dictionaries without assistance to help him/her spell words correctly.	. . . finds correct word spellings in a test situation with only the help of a dictionary.
1	The student knows that the semicolon, colon, dash, and hyphen are used to link words, phrases, and clauses.	. . . can write specific examples of the use of the semicoln, colon, dash and hyphen. . . . correctly completes the punctuation in unpunctuated sentences during test conditons. . . . avoids errors of punctuation in final writings.
7	The student is able to proofread to correct spelling, grammar, and syntactical errors; to assure consistency and accuracy of punctuation; and to check legibility or typing accuracy.	. . . locates errors in composition on his/her own rough draft writing, and that of others. . . . can rewrite final copy, omitting significant composition errors.
7	The student is able to make his/her voice heard by all listeners.	. . . can make self heard on tape recording set at the back of the room.
10	The student is able to maintain good posture in sitting, standing, and walking.	. . . does not slouch or lean on the podium. . . . does not display negative "body language" in discussion.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows that a main point supports, describes, or clarifies the central idea of a speech.	The student . . . organizes an outline in formal form with the proper relationship of ideas. . . . effectively outlines a speech to expalin, to define, and to argue. . . ., after hearing a speech, can paraphrase its central idea, stating some examples of support, description and clarification.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
3	The student will determine which decisions need compromise in order to become effective.	The student . . . writes a final draft that changes the system of the rough draft. . . . chooses material most appropriate for the communication.
3	The student will understand that he/she is responsible for the outcome of his/her decision.	. . . does not blame the teacher for pin-pointing errors in bad writing. . . . does not give-up when confronted with failure, but makes further attempts.
7	The student will understand the relationship of task sequences needed to complete assigned projects.	. . . develop own task sequence for a writing assignment, including the necessary research, topic selection, etc.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will develop the skills necessary to locate and organize technical information.	. . . compiles a list of descriptions gathered from original material in the library.
8	The student will differentiate between job- required temperaments and those needed for social situations.	. . . will not complain about an assignment because it is "not fun" recognizing that "fun" is the criteria for social situations.
5	The student will recognize the relationship between a worker's general educational development and success in specific occupations.	. . . lists several jobs where writing would be a significant success factor. . . . can, as a result of analyzing the level of his/her own writing skills, list several jobs and make some tentative personal success predictions for each.
8	The student will develop attitudes consistent with task completion.	. . . completes work on time. . . . encourages other students to complete work on time.
8	The student will use social and communication skills.	. . . talks informally and consistently with other students. . . . can discuss in large and small groups his/her reactions to various examples of social and communication skills exhibited in peer groups.

SAMPLE ACTIVITY

SUGGESTED RESOURCES

TITLE: The Will to Modify

General Content: Students study modification by word, phrase, and clause. Then a lawyer visits the class, describing how important it is for items, people and places to be defined in a will. Students write their own will and hold court cases dealing with errors in modification.

Preparation: Students study and practice modification by word, phrase, and clause.

Visit: Lawyer visits and talks about the need for careful mofification of people, places, and things in a will. Together the class constructs a sample will

Follow Through: Students write own will in which three personal items are bequathed. Dividing into groups, students examine the wills and hold mock court sessions on any ambiguity in the wills.

Films:

"Making Sense With Sentences"
Coronet - 11 min. (ESD)

Slide - Cassettes: (tentative on request)

Communication Skills: Write I + Right
Center for Humanities, Inc.

Clear Thinking: How to Improve Your Reasoning Skills
Center for Humanities, Inc.

Books:

Modern Composition #3
Holt Rinehart Winston - New York

Vocabulary Through Pleasurable Reading Book II
Harold LeVine
Amsco School Publishing Inc.

Resource Persons:

Lawyer
Reporter

LANGUAGE STRUCTURE

PROGRAM GOALS - LANGUAGE ARTS — Grade Nine

7. The student adapts his/her speech and writing to different purposes, audiences and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows the eight parts of speech and their functions.	The student . . . can name the parts of speech from a given group of sentences. . . . can define the function of the eight parts of speech.
7	The student knows the parts of the sentence and their functions.	. . . can diagram sentences and designate each part.
7	The student knows that verbals are derived from verbs but function in nonverb ways.	. . . can identify verbals and their functions in a group of sentences.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to distinguish complete sentences from incomplete sentences.	The student . . . can identify and give examples of complete and incomplete sentences.
7	The student knows that sentences may be classified by their general structure: simple, compound, complex, and compound-complex	. . . can define the four types of sentences. . . . can construct examples of each.
7	The student knows that a phrase is a group of words with a specific modifying function not containing a sentence.	. . . can write phrases. . . . can label phrases within a sentence.
7	The student knows the various types of phrases.	. . . can identify from a list of sentences, the different types of phrases and can explain their function within each sentence.
7	The student knows the importance of word order in the English language.	. . . Reinforce and emphasize
7	The student knows that adjectives may be defined by specifying location in a sentence.	. . . Reinforce and emphasize.
7	The student knows that adverbs are relatively movable within the sentence.	. . . Reinforce and emphasize.
7	The student knows that determiners precede nouns.	. . . Reinforce and emphasize.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows the correct usage of pronouns.	The student . . . chooses appropriate pronouns to use as objects, nominatives, and possessives in written assignments.
7	The student knows the correct usage of verbs.	. . . chooses appropriate verbs to use in a given list of sentences.
7	The student knows the correct punctuation to use in sentences.	. . . correctly punctuates a given list of non-punctuated sentences.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will recognize the relationship of his/her interests, aptitudes, and achievements to the realization of personal career goals.	. . . keeps a record of his/her present interests, achievements and emerging educational experiences, and can define their relationship to projected career goals.
2	The student will understand, accept, and respect his/her own uniqueness as a result of learning, growth and maturation.	. . . can discuss personal growth and maturation, and can explain with confidence their relationship to his/her individual uniqueness.
4	The student will recognize that learning is a continuous process occurring in and outside of school.	. . . relates, either verbally or in his/her writing, a wide variety of learning experiences he/she has encountered both in and out of school.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	. . . can report on the relationship of learned skills to advancement in various career fields
5	The student will recognize that his/her career development includes progression through stages of educational and occupational experiences.	. . . can identify personal educational (and occupational) experiences and can explain how they have been developmental in nature.
7	The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.	. . . can outline steps required to accomplish a given task and can give an objective evaluation of the end result.
7	The student will understand the relationship of task sequences needed to complete assigned projects.	. . . can identify information related to tasks. . . . can given a list of task related activities, place them in logical sequence.
8	The student will recognize the implications of working with and without supervision, independently and with others.	. . . can identify various occupations where the written work of an individual is improved upon when it is critiqued by another. . . . can identify situations where the language used in an individual's writing does not need the support or agreement of another; where creativity is paramount. . . . can identify and discuss class-related tasks that are more easily and efficiently accomplished by students when supervision is either provided or withheld.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVES
8	The student will develop the work habits and attitudes necessary to enter an occupation in a projected career area of his/her choice.	The student . . . summarizes social and communication skills appropriate for an employment interview. . . . demonstrates communication and writing skills appropriate for placement in a tentatively identified occupation.
1	The student will recognize the responsibilities to himself/herself and others when accepting a task or job.	. . . can explain how the quality of a finished product or end-result is in jeopardy. when only one contributing task is done in mediocre fashion. . . . can cite examples from personal experience.
1	The student will recognize that a job done well is rewarded by self-satisfaction and recognition by others.	. . . graciously accepts recognition from others for successfully completing a task. . . . expresses his/her feelings concerning the completion of a job, well-done.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
1. Word Games 2. Contests 3. Diagramming games and puzzles 4. Writing sentences - group and individual 5. Oral Communication Skill practice 6. Vocabulary Games 7. Spelling Bees 8. Workbook exercises 9. Listening activities	Grammar and Composition, Warringers, Harcourt and Brace, Basic Language 3, Harper and Row Vocabulary through Pleasurable Reading, Book 11, Amsco Discovery Career Ed. Program, Scholastic Career Information Kit, SRA Occupational Exploration Kit, SRA On-Words, Perfection Form Co. Queries 'n Theories, Perfection Form Co. Propaganda Game, Perfection Form Co. Word Pix, film strip , Perfection Form

LITERATURE GOALS

Grade 9

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
2. The student responds to language in subjective, analytic, and evaluative ways.
3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.
3. The student is able to use information in determiniing alternatives and reaching decisions.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student is able to respect and value his/her own response to a literary work.	The student . . . attends to (can paraphrase) alternate responses to a literary work. . . . willingly offers his/her own interpretation or response to a work. . . . defends (show preference for) his/her own response over that of others. . . . develops (can state) a systematic procedure for clarifying his/her own response. . . . customarily develops his/her own response in preference and/or prior to recognizing the response of others.
2	The student is able to respond subjectively and honestly to a literary work.	. . . can explain in discussion or essay why he/she liked or disliked a particular literary work. (i.e., author's choice of words, style of writing, theme).
2, 3, 11	The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature.	. . . can, in essay or verbal form, show relationship between self and characters in literature. . . . can, in essay or verbal form, give examples from his/her own life why a character acts as he/she does.
2	The student is able to classify a literary work by genre.	. . . can read a piece of literature and state whether it is a poem, short story, novel, or essay.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student is able to distinguish between fiction and nonfiction works.	. . . can list the elements of fiction and the characteristics of non-fiction. . . . can identify the genre in a given literary work.
2	The student is able to analyze a literary work, (i.e., describe its parts and their relationships.)	. . . can list examples of ways in which analysis can lead to greater understanding and enjoyment. . . . can list the major ideas about character, plot and events in a given literary text. . . can identify the rising action, climax, and resolution of the main plot and its relationships to the subplots. . . . can state the manner in which a theme of a literary text is developed by characterization, action, setting, and point of view. . . . can report on the effect of imagery (word pictures) in a literary text. . . . identifies ways that personification gives meaning and drama to a text. . . . can identify the items that are compared in a metaphor or simile, state the meaning resulting from this comparison, and report on the relationship of this meaning to a larger context.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can identify the author's use of suspense and foreshadowing in creating tension that contributes to the reader's interest. . . . can define the terminology needed to analyze novels and short stories: plot, character, theme, setting, tone, atmosphere, point of view, fiction, nonfiction, allusion, symbol, etc.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	The student . . . can role play a problem taken from a story and arrive at solutions.
3	The student will understand that he/she is responsible for the outcomes of his/her decisions.	. . . can identify problems of characters in literature and cite the ways they are overcome. . . . can indicate how the problems encountered by literary characters are similar to his/her own , and state whether the character solved the problem as he/she might.

SAMPLE ACTIVITIES

1. Read, study genre from Counterpoint
2. Make callages/bulletin boards
3. Write position paper (after reading Super Dad)
4. Mimes
5. Write autobiography of characters encountered in stories read.
6. Write personal essays
7. Summarize passages
8. Write characterizations
9. Read articles and essays in Counterpoint - write one.
10. Give oral report on something "I like to do" (after study of oral techniques)
11. Write newspaper accounts (from some events in stories read)
12. Read poems - try writing

SUGGESTED RESOURCES

1. Counterpoint text
2. What's So Special About Me - Busch
3. Write Now - Dodd
4. Adventures in Reading - Lodge
5. The novels of Richard Peck
   - Don't Look and It Won't Hurt
   - Dreamland Lake
   - Representing Superdoll
   - Through A Brief Darkness

Filmstrips on short story
Filmstrips on Novels

Records: Poetry of Emily Dickenson, R. Browning and others

LITERATURE

PROGRAM GOALS - LANGUAGE ARTS

Grade 10

1. The student comprehends the printed material needed to succed in his/her educational, vocational and social interests.
2. The student responds to language in subjective, analytic and evaluative ways.
3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.
5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.
11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.
2. The student knows himself/herself and develops a personal value system.
3. The student is able to use information in determining alternatives and reaching decisions.
4. The student perceives the relationship between education and life roles.
5. The student acquires knowledge of the wide range of careers.
6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.
8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student knows that a literary text has potential meaning at several different levels (subjective, interpretive, historical, etc.)	. . . can present to the class the literal and symbolic meaning of a short story.
2	The student is able to comprehend a line-by line literal reading of poetry.	. . . can outline the elements of at least two poems.
2	The student is able to support a subjective response (i.e. explain why the book was liked or disliked)	. . . can write a short paragraph explaining why he/she did/didnot like a short story.
2,3	The student is able to interpret cultural attitudes and customs other than his/her own through a reading of literature.	. . . can list from his/her reading, cultural attitudes and customs different from his/her own.
1,2	The student is able to gain access to the past either by reading works written during a particular historical period or by reading works written about a period.	. . . can relate historical facts learned from his/her reading.
2,3,11	The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature.	. . . can relate self to characters through reading of literature.
2,11	The student is able to expand his/her ability to respond through vicarious emotional responses to works of literature.	. . . can relate his/her emotional responses to works of literature.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,11	The student is able to expand the range of his/her emotional responses by empathizing with characters' feelings.	. . . can verbalize new emotional experiences through identifying with the characters in literature.
2,5	The student is able to perceive similarities in literary structures.	. . . can designate similarities in literary structures.
2,11	The student knows ways in which analysis can lead to greater understanding and enjoyment.	. . . can state how he/she has achieved greater understanding and enjoyment by analyzing a particular literary work.
3	The student knows that people of varicus cultures often express identical emotions and universal concerns in their literature.	. . . can identify similarities of emotions and concerns of people from different cultures.
2,3	The student knows that myths are usually concerned with the activities of gods and superheroes.	. . . can list the gods and superheros for at least five myths.
2,3	The student knows that myths provide imaginative patterns for understanding man and the universe as they portray man's deepest instincts and needs.	. . . can explain how myths provide an understanding of man and the universe.
2,3	The student knows the major myths of ancient Greece.	. . . can retell major myths of ancienc Greece (e.g. Prometheus, Theseus, Jason, the gods)
2,3	The student knows that similar folk tales were invented at different times and places by different peoples because people face many of the same challenges.	. . . can give examples of the universality of different folktales.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,3	The student knows that fables are a part of American literature (e.g., Thurber, Lear, etc.)	. . . can name writers of fables in American literature.
2	The student knows that the moral of a parable is implicit while the moral of the fable is explicit.	. . . can define implicit and explicit morals using a parable and a fable as a relationship.
2	The student knows that there is a wide variety of children's literature: fairy tales, fable, myths, epics, ballads, legends, animal stories, farciful tales, realistic stories, etc.	. . . can list and define the various types of children"s literature. . . . can give examples of the various types of children's literature.
2	The student knows that fantasy is characterized by supernatural or unnatural events or characters.	. . . can identify the unnatural or supernatural events in a fantasy.
2	The student knows that valid scientific principles are often utilized in science fiction writing.	. . . can give examples of the validity of the scientific principles used in science fiction writings.
2,3	The student knows that science fiction is often used as a vehicle for social criticism and satire.	. . . can identify the satire or social criticism in some works of science fiction/fantasy.
2	The student knows that a technique often used in science fiction is to extrapolate plausible future states from existing conditions.	. . . can formulate ideas about the future from existing conditions by reading science fiction literature.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	. . . chooses and explores a variety of occupations in the communication field.
2	The student will learn to establish, although tentative, personally relevant goals.	. . . establishes a short range goal - 1 week. . . . can list five long term goals.
4	The student will recognize that his/her educational experiences are a part of his/her career development.	. . . identifies skills acquired in school, and can explain their relevance to tentative occupational choices.
5	The student will understand the relationship between career and life-style.	. . . can define the term "interdependence", and can relate it to the world of work. . . . can give examples from literature of different life styles, and how the careers of the main characters effected/caused their life stye.
6	The student will understand the range of social and economic benefits associated with various occupations.	. . . can explain the social and economic factors which affect his/her standard of living.
3	The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.	. . . can explain how the decision-making process is flexible and how that has caused him/her to change a decision(s). . . . establishes a set of goals, and, based on possible contingencies, shows the necessity for staying flexible in terms of decisions about a final outcome.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.	The student . . . can describe how various levels of personal responsibility have influenced his/her participation and performance in both school and non-school activities.
8	The student will recognize the implications of working with and without supervision independently and with others.	. . . can select a project and work on it independently. . . . can select a similar project and work on it with a group of peers. . . . can describe tasks with which he/she has been involved and can discuss personal observations of the efficiency with which those tasks were performed, having had some or no supervision.
1	The student will recognize individual differences and become tolerant in his/her interpersonal relationships.	. . . can describe, either orally or in written form, how differences in opinions have not created negative personal feelings, nor in any other way have hindered his/her relationship with whom those differences have occurred. . . . can point out the value of individual differences in bringing progress to social economic, and technological areas.

SAMPLE ACTIVITIES

1. Make family trees of Greek gods
2. Retell myths
3. Write original myths or folktales
4. Write an original tall tale
5. Mythology cross word puzzles.
6. Coloring posters of Greek gods
7. Games (Greco)
8. Compare past and present human behaviors
9. Determine truths in fantasy.
10. Write an original fantasy or science fiction.
11. Detect probable future possibilities in science fiction.
12. Dramatize literature
13. Role Play
14. View filmstrips
15. Construct filmstrips
16. Record reading of stories.

SUGGESTED RESOURCES

1. Greco - Mythology bingo game,
2. Mythology crossword puzzles
3. Color me Greek color books
4. Golden Greeks glossary
5. Greek Heroes and Monsters, Rouse
6. Mythology, Edith Hamilton
7. Greek Way, Edith Hamilton
8. Roman Way, Edith Hamilton
9. Myths to Live By, Campbell
10. Gods and Myths of Northern Europe, Davidson
11. The Age of Fable, Bullfinch
12. Dictionary of Classical Mythology, Zimmerman

Perfection Form Company

13. American Folklore and Legends
14. Magnificient Myths of Man
15. Fables
16. Legends
17. Parables

Globe Publishing Co.

18. Themes in Science Fiction, Keley
19. A Good Life, Purves and Palazzi, Ginn & Co.
20. Any Human to Another, Accent, Scott Foresman
21. Out of a Silent Planet, C.S. Lewis, Macmillan
22. Filmstrips:
    Mythology, Art and Man, Scholastic
    Mythology is Alive and Well, Guidance Assoc.
    Drama of Classic Greece, EAV
    Fantasy Art and Man, Scholastic

VOCATIONAL ENGLISH/DEVELOPMENTAL READING
AND
STUDY SKILLS

Grade 10

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

3. The student is able to use information in determining alternatives and reaching decisions.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

MRS. BERNIE GRIFFITH
Career Education Project
Cashmere School Dist. No. 222
Cashmere, WA 98815

VOCATIONAL ENGLISH/DEVELOPMENTAL READING
AND
STUDY SKILLS

Grade 10

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
4, 11	The student knows that communication skills are necessary in all careers.	. . . can list communication skills common to all careers.
4, 8	The student knows that: modes of communication, both spoken and written, vary with the type of job and kind of work environment (e.g., verbal instructions to a framing crew vs. memoranda in a corporation.)	. . . writes business letters that are consice, strategic, and courteous; letters of application, complaint, congratulations, request, introduction, acknowledgment, order, inquiry, transmittal, and claim. . . . writes business letters which contain the following parts: heading, inside address, salutation, body, closing signature, and enclosures. . . . fills in the following forms which relate to personal business: job application, personal resume, request for job interview. . . . avoids disturbing mannerisms while addressing others (e.g., rolling eyes, shuffling, fidgeting). . . . demonstrates the basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation. . . . identifies the ideas, data, criticisms, etc., of others, and applies it to his/her work.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . demonstrates courteous interview techniques.
8	The student knows the techniques of propaganda and persuasion that are widely used in television and other media.	. . . can list techniques of propaganda used in main media. . . . can discover fallacies in printed material used for persuasion purposes.
8	The student values the role of communication in a cooperative interdependent society.	. . . demonstrates a sense of cooperation while working with peers on a group assignment. . . . can list ways in which cooperation between various student groups leads to a smooth-running school.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
3	The student is able to analyze forces which might influence his/her decisions.	. . . can identify and state personal goals, and explain how they might relate to career decisions. . . . can make a tentative plan for developing his/her long-range career possibilities and can discuss various requirements for achievement.
7	The student will develop educational and occupational competency before moving on to the next stage or preparation of entering an occupation in the career area of his/her choice.	. . . can plan and execute assigned projects relating to career selection. . . . can demonstrate entry-level proficiency in communication skills associated with a particular career cluster.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student will develop work habits and attitudes necessary to enter an occupation in the career area of his/her choice.	. . . demonstrates correct techniques (social and communication) appropriate for empolyment interviews. . . . can write a job resume in correct form. . . . can complete a job application in correct form.

SAMPLE ACTIVITIES

1. Read text

2. Prepare bulletin board and/or make collage showing people in occupational situatins whose body language communicates definite attitudes: bored, excited, angry, etc.

3. Classroom discussions:

   a) importance of communications
   b) group discussions of occupational work
   c) oral reports
   d) propaganda
   e) For each unit of study - evaluation

4. Pantomime - skits illustrating on-job situations.

5. For concentration and listening skills - deliver lecture structured around four or five easily defined major points. Play record at same time.

SAMPLE ACTIVITIES--Continued

6. Divide class into occupational groups.

7. Practice telephone conversations

8. Students stage introduction situations punch and cookie reception? Invite school officials during class time?

9. Write business letters

10. Write job applications.

11. Individual and group work (evaluating)

12. Read text by Studs Terkel - discuss
13. Study and write recommendation letters

14. Stage job interviews:

    a) school administrators
    b) each other
    c) someone from employment agency.

15. Write informal reports: memos

16. Review types of forms which will be the most standard in student's occupational areas.

17. Study important points in parliamentary procedure.

    a) attend local city council meeting
    b) attend student body meeting
    c) students prepare a list of the various types of social, civic, religious, service and business committees in which they may become involved.
    d) students work in mock actual committee situation

18. Study of common fallacies and propaganda techniques. - Study newspapers, magazines. Read Texts Persuasion and Mass Media.
19. Oral Reports: a) learn techniques, 2) give reports (video tape students for replay)

SUGGESTED RESOURCES

1. Text - Contact, A Textbook in Applied Communications
2. Individual file boxes - cards or shoe box.
3. Resume forms/job application forms.
4. Working - Studs Terkle
5. Stage telephones
6. Films - stressing importance of effective communication skills in modern business.
7. Video tape
8. Examples of business letters
9. Magazine - Career
10. All films, filmstrips in library and Career Education Office relating to subject
11. Sound slide set - 1) muchraking
    2) media and Meaning

DEVELOPMENTAL READING
AND
STUDY SKILLS

PROGRAM GOALS - LANGUAGE ARTS

Grade 10

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to skim read a passage.	The student . . . can skim read a passage and list main ideas and significant details.
1, 2	The student is able to use reading as a diversion from everyday problems.	. . . reads the newspaper and relates articles or ideas he/she has found enjoyable.
1	The student is able to interpret the meaning of a word from the way it is used in a sentence.	. . . defines the meanings of underlined words in a given group of sentences, from the way it is used in context.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student knows that stopping periodically to review and accurately paraphrase the material he/she is reading is an aid to recall and comprehension.	. . . can read a passage in literature then paraphrase the material, either orally or in writing.
1, 7	The student is able to summarize the idea of a paragraph in a brief statement.	. . . can list or write a written summary of the main ideas in a paragraph.
1	The student is able to expand his/her sight vocabulary by memorization of new words, learning new words from the text, etc.	. . . can correctly use new words in his/her own writing. . . . can list new words learned from his/her reading.
1	The student will know that his/her reading rate will increase if vocalization is avoided.	. . . does not move his/her lips when reading silently. . . . can measure an increased silent reading rate over that of oral reading. . . . shows, on a post-test, an increased reading rate, as measured against his/her pre test.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will develop educational and occupational competency before moving on to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . can, after being given a series of developmental reading tests, show growth in reading and comprehension shills. . . . can explain the necessity for the acquisition of skills on a developmental basis.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will develop the skills necessary for employment in the career of his/her choice.	. . . demonstrates proficiency in reading skills needed in his/her selected career area.
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	. . . can analyze and list significant experiences he/she has encountered in the development of language, computational and reasoning skills, and can relate them to the achievement of projected career goals.

SAMPLE ACTIVITIES

1. Work from programmed kit
   - View 36 - 1/2 hour video tapes
   - Read assigned books
   - Use technics book
   - Take, six Einstein tests
     - two Nelson-Denny self-marking answer sheets
   - Keep reading program record
   - Listen to practice drill recording
   - Take pre-post standardized tests

2. Skill Progression Activities
   - Phase 1. Initial Testing
   - 2. Preview skill
   - 3. Recall skill
   - 4. Learning techniques
   - 5. Re-focus and review

SAMPLE ACTIVITIES
Skill Progression Activities--Continued

Phase 6. Comprehension skills
7. Achievement tests and evaluations
8. Your reading prospectus

SUGGESTED RESOURCES

Visual Reading:

a. Video tape machine - 36 tapes
b. Kit - purchased from Learning Concepts, Inc., Mentor, Ohio

Material:

Visual Reading - Learning Concept, Inc., Reading Development and Study Skills Program

36 - 30 minute video lessons

Paperbacks

a. The Quiet Crisis - Stewart Udall
b. Sink The Bismarck - C.S. Forester
c. Albert Einstein - Arthur Beckhard
d. Decisive Battles of The American Revolution - Lt. Col. J.B. Mitchell
e. 50 Great Stories - Milton Crane, ed.
f. The Incredible Journey - Sheila Burnford

Reading technics work book
Reading technics records
The Nelson-Denny Reading Test
Individual tests
Reading Program Records

GENERAL WRITING GOALS

Grade 10

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

GENERAL WRITING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
7	The student is able to choose language that is appropriate for the purpose and audience for which he/she is writing.	. . . can write an exciting school bulletin announcement. . . . can write a meaningful letter to a close relative.
6, 7	The student is able to apply drafting skills in composition: expressing quantities of ideas without consideration for editing, developing a "stream of consciousness" technique.	. . . can perform timed writing exercises in which he/she simply writes without stopping on the given topic. . . . does not stare at the blank sheet of paper.
6	The student is able to support his/her generalizations with relevant facts and data.	. . . can develop a paragraph with effective subordination of facts and data. . . . can write a paragraph from a list of facts, some of which are relevant and some of which are not.
6, 7	The student is able to develop a theme by ordering events chronologically, from past to present, present to past, past to futre, or present to future.	. . . can record the correct sequence of events in a certain news issue that is developing. . . . writes several papers which present the past, record the present, and project into the future.
6, 7	The student is able to indicate spatial order in developing a theme: from here to there, from there to here.	. . . describes his/her bedroom in an unconfusing manner, so that another student can draw a picture of it and come reasonably close to the real object.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
Continued		. . . can effectively describe the way to their home from the school
6, 7	The student is able to examine his/her own writing objectively as a reader would.	. . . can indicate what parts of his/her own writing are confusing and need rewording. . . . does not excuse his/her errors by saying, "I know what I mean."
4	The student knows ways that interacting with another person (gathering feedback) aids the process of evaluating and editing his/her work.	. . . makes constructive use of other students' criticism of rough draft material.
6, 7	The student is able to write a process paper: one which describes in detail the characteristics and functions of the stages or steps in a process.	. . . can describe, in a given number of steps, the building of a "tinker toy contraption" which has twelve pieces, so that another student can duplicate the structure.
6, 7, 11	The student is able to write letters to newspapers, businesses, and political figures to broaden his/her experience in writing to different people for a variety of purposes.	. . . mails letters of inquiry or comment asking each recipients to comment in writing on the effectiveness of his/her (student) original letter.
6, 11	The student is able to keep a journal.	. . . keeps a successful journal, noting his/her reactions to experiences, ideas and responses to books, movies, and issues.
1, 7	The student is able to proofread his/her own writing to find words with omitted letters, letter reversals, improper endings, and questionable spellings.	. . . circles spelling errors in one of his/her own hastily written pieces of work.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to proofread to correct spelling, grammar, and syntactical errors; to assure consistency and accuracy of punctuation; and to check legibility or typing accuracy.	The student . . . correctly indicates to the satisfaction of two other students the types of corrections that would add to accuracy, clarity and legibility in a piece of his/her own hastily written work.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will use the concept of role in describing his/her desired life-style.	The student . . . can write a paper describing his/her relationship to another person because of a chosen life style. i.e., leisure time, geographic location, family life, etc.)
7	The student will develop observation skills used to collect data needed to solve problems.	. . . can collect data from observing a person perform on a job. . . . can collect data from printed articles. . . . does not write unsupported generalities, but includes original researched articles that make for good material.
7	The student will apply appropriate skills acquired to accomplish a task.	. . . can edit rough drafts of his/her work, discovering errors and making corrections. . . . can organize ideas into sensible outline.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will understand the need to evaluate how well he/she achieves personal goals.	. . . keeps a folder of papers in line with the goals of the course. . . . can list several past personal goals, can analyze reasons for their accomplishment, or lack of accomplishment, and can relate that information to his/her present situation.
4	The student will become aware that he/she may learn faster or slower at different times.	. . . keeps a record of use of class' time, and home work time. . . . can give examples of situations where he/she has "learned" at different rates, and can speculate on the related reasons.
7	The student will identify the uses of the variety of tools, equipment, and materials needed in a particular business or industry.	. . . can write several different types of business letters. . . . can identify writing skills needed for several specific jobs.
3	The student will understand that the decision-making process is flexible and that decisions may need to change.	. . . does not give up when a change of subject is necessitated due to a lack of research material.

SAMPLE ACTIVITY FOR GENERAL WRITING

TITLE: "Monopo-Write" Game

General Content: Students develop good writing conscience through competiotion. Each individual is assigned to write certain letters to another team. The team receiving the letter can receive money for any errors in the letter that is sent.

Money Talks
or
Writing Makes Money

The main purpose of this game is to learn how to write. The structure and intent of the game is to make learning to write something that is more like real life and in that sense more "fun".

The method of the game is that you are given various chances to make and loose money. In either case the event cannot occur unless there is some writing done. As in real life, a lot of communication goes on through the mail and if something is in the mail it must be written. If it isnot written well the postage may be wasted. Our objective is to learn how to make that postage count and how to make sure that the events of opportunity in our lives are not lost due to a poor job of communicating through writing.

Each person in society is generally a member of some sort of working situation and besides that has some type of personal life. Usually the time spent at the working situation makes money for the company and is the way in which the individual earns the money that he or she spends in his or her personal life.

In this game you are a member of some sort of business that makes money by selling something (product or services) to individuals. You are also an individual who must spend the money you make at your business on your personal needs.

Each company has four members. Each day two members are working on company business and the other two members are working on personal business. Each member is payed by the company for each day he or she works. You do not get payed if you are absent. The company pays its employees. The employees spend their money at various businesses and that's how the companies make the money to pay the employees. Very close to real life.

MONEY TALKS OR WRITING MAKES MONEY--Continued

In order to make the game even closer to real life, the element of chance is introduced. From time to time money or monetary misfortune will be introduced into the lives of individuals or companies.

Of course, the object is to be the individual with the most money and to be on the company with themost money.

Good luck!

How the Game works.

The game exists between two sets of seven companies. These companies are the following:

Bank and insurance company. A
Newspaper, Magazine and TV company. B
Doctors clinic and hospital company. C
Unions company. D
Sales company diversified. E
National company of education. F
The Federal Government. G
(you can think of better names)

Each of these companies has four members. They do business with two individuals every day. They are eligible for chance benefits or disasters.

The mail system works as follows:

Each student has a folder. On that folder is his address. That address is the number of the period, the grade book number of the student, and the letter of the company he belongs to.

Each company also has a folder and address.

Mail is deposited each day and delivered each day. Someone gets to be the mailman. He gets payed extra. He must deliver the mail to the folders and record what mail has been delivered.

MONEY TALKS OR WRITING MAKES MONEY--Continued

The money system works as follows:

Each student has a checking account. The number of his/her account is the same as his/her address. All payments are made by checks that accompany the letters to the company. They are then countersigned and deposited in the bank.

Each student and company keeps track of their own expenditures and receipts. A statement from the bank is sent once each five days of play. Someone gets to be the cashier. He gets payed extra. He must record the transactions each day and prepare statements every five days of play.

The transaction system works as follows:

Each day the numbers of students who are doing personal business and the letters of the companies are put in a box. (individuals in one box; companies in another box.) One card is drawn from the individuals box and one card from the companies box. Then the dice are thrown or a wheel is spun to determine the amount of the transaction (maximum) Because this is the first time that the game has been played we as a class must decide what the nature of the transaction will be and what the content of the letter should hold. We should also decide what kinds of writing control will be important.

Letters will be written and money sent on the proper day. (As this stage we will easily spend one day on the business of determining what the assignments will be.) Checks will be sent with the letters and appropriate responses from the companies will be returned with symbolic representation of the product or service.

Besides the required business we will also draw for chances. These chances will be determined by just drawing a number from the box of individual numbers or company letters. Then the wheel will be spun and the amount of the chance will be determined. As a class we will decide what the terms of the chance are and what the option will be.

Remember, no transactions are valid without writing and now we think about the requirements for transactional writings.

First of all and foremost in all of the game we are after good writing. Therefore the rules for the letters are going to try to enforce this virtue. This is the same in any society.

Here are some possibilities:

Any spelling errors may be recognized by the receivee and suit may be filed for a $10 reembursement. Any incomplete sentence is worth $50. Punctuation errors if recognized can get you $15 in the courts. Now I'll tell you about the courts.

COURTS--Continued

In the courts there are always jurors and court costs. If you have a complaint you will be given a juror by lot. If he agrees you get your fine from the writer and the writer has to pay a $5 court fee as well to the juror. If you lose, you pay the court fee and the writer gets the equivalent fine in libel from you. Just like when we get to be big people!

Another area for criticism is the requirements arranged by the class and teacher for the transaction. If you can prove failure to meet the requirements then you can sue and the juror will deicde on the appropriate amount. If there should still be a contention after going to court, the teacher is the Supreme court and, of course, charges no fee.

If a person fails to write and send a check there is a late payment penalty of 10% of bill or $25 (which ever is greater) for every day the payment is late.

If a person runs out of money he/she can file bankrupcy and gets to start again. He must run out money first.

A final reminder -- everyting must be said in writing.

Company_____ Amount_____

Details of Letter Writing Situation

I. What is the reason for this money being transfered?

II. What specific facts or details should be included in the letter?

III. Which writing skills are especially important?

____1. Show action ____2. Show objects ____3. Control subject ____4. Control predicate

____5. Control movable parts ____6. Write with balance, tythm ____7. Edit for clarity

____8. Support opinion with specifics ____9. Use coordinate sequence ____10. Use subordinate sequence

Name_____ President_____ Recorder_____

Member_____ Member_____ Member_____

Company Business Sheet

No. of Transaction	Detail of Transaction	Amount	Balance
	Beginning		
0.			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

BANK BALANCE SHEET

Account Number _____

Check #	Payment to:	Amount of Check	$1,000 Balance
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Account Number _____ Date _____

Pay to Order of _____ Amount _____

_____ Dollars

* * * *

LF = Letter Form ($20.00) SS = Inadequate Sentence Structure P = Punctuation (major problems only)

SP = Spelling ($15.00) WT = Writing Technique Failure

COURT RECORDS

Case Number	Plaintiff	Defendant	LF/SP/SS/WT/P Issue	Decision	Amount

SUGGESTED RESOURCES

Films:

"Specific is Terrific"

Centron
12 mm - ESD #1359

Social Filmstrips:

Linqustic Background of English I, II
SVE

Individualized English (packets)
Follet Publishing Company
Secondary Department
1010 W. Washington Boulevard
Chicago, Ill. 60607

Text:

Unit Lessons in Composition: Foundations Book B
Ginn and Company

JOURNALISM

PROGRAM GOALS - LANGUAGE ARTS

Grades Ten, Eleven and Twelve

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different pruposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communications.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1,2	The student is able to isolate the five W's (who, what, when, where and why) in a news article.	The student . . . can identify the when, where, who, what and why of a news article.
1,2	The student is able to identify the intended audience of a news article.	. . . can designate the types of audiences various news articles will interest.
1,2	The student is able to identify connotative language employed in a news article or editorial.	. . . can designate in a news article or editorial the writer's choice of words that would influence the reader favorably or unfavorably regarding the subject.
1,2	The student is able to identify the purpose of editorials (e.g. persuade, inform, amuse, interpret).	. . . finds examples that represent informative, amusing, and persuasive types of editorials.
6,7	The student is able to write sports and news articles and human interest stories.	. . . writes a sports story, a news article, and a feature story for the school paper.
6,7	The student is able to write a newspaper aricle which contains: the five W's; the inverted pyramid form, no statements of personal opinion, identification of sources and paragraphs independent of the others.	. . . critically checks his/her and other students' news stories for correct journalistic style: lead paragraph (5 W's) editorializing, identification of sources, and least important details.
6,7	The student is able to write headlines which give the essential information in the space allotted.	. . . can list the criteria for composing headlines. . . . can correct faulty headlines. . . . composps headlines for his/her news stories.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will recognize the relationship of his/her interests, aptitudes, and achievements to the realization of his/her career goals.	The student . . . can evaluate his/her present interests and achievements as they emerge from his/her educational experiences. . . . can match his/her interests and abilities to specific occupations in the area of communications.
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	. . . can relate to different types of audiences in writing news articles.
4	The student will recognize that learning is a continuous process occurring in and outside of school.	. . . keeps a record for a week of things he/she has learned from reading the newspaper.
4	The student will recognize that educational experiences are a part of his/her career development.	. . . can identify how selected school classes relate to his/her potential career choices.
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	. . . can evaluate his/her progress toward tentative career goals and can assess and discuss his/her communication skills and knowledge in relation to the suitability of projected career goals.
5	The student will understand the variety of occupations found in the world of work.	. . . researches the opportunities and criteria for jobs in journalism and related professions.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVES
5	The student will determine the worker qualifications related to performing the basic tasks of various occupations.	The student . . . can identify the worker traits needed for successful performance in the journalism and communication field.
6	The student will understand the range of social and economic benefits associated with various occupations.	. . . can discuss the particular life styles of persons employed in various areas of journalism (e.g. free lance, newspaper reporter, feature writer, etc.)
3	The student will identify and state personal goals as part of making career decisions.	. . . states his/her career goals and subsequent decisions that are required in order to meet such goals.
3	The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.	. . . can list different alternatives available from a given set of facts. . . . can list a given set of facts that can support different decisions.
7	The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.	. . . can make preliminary plans for the publishing of a newspaper, and based on periodic evaluation can make appropriate corrections leading to its successful publication. . . . can show how he/she has increased profieiency in the communication skills needed for a journalism career.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his/her choice.	The student . . . can complete several assigned tasks related to the publishing of a newspaper.
1	The student will recognize the responsibility to himself/herself and others when accepting a task or job.	. . . can discuss ways in which a job done well is rewarded by self satisfaction and recognition from others. . . . upon acceptance of a task, can list responsibilities according to their relationship to either self or to others.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
1. Writing news articles and editorials	Modern Journalism, Holt and Rinehart
2. Compose headlines	Newspaper Workshop, (workbook) Globe Co.
3. Prepare and arrange dummy sheets.	Headline and sports writing "shoe box" activities
4. Visit Wenatchee World and Cashmere Record Offices	The Newspaper Reporter, filmstrip, SVE
5. Report on County Fair - interviewing, etc.	The Newspaper, filmstrip, EAV
6. Publish School Newspaper	Newspaper Writing, Educational Films
7. Prepare Senior Edition for publication.	Career Information Kit, SRA
8. Research careers in journalism and related professions.	Occupation Exploration Kit, SRA
9. Career Education News Letter	

AMERICAN LITERATURE

PROGRAM GOALS - LANGUAGE ARTS

Grades 11 and 12

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS -CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge ofthe wide range of careers.

6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student is able to analyze the manner in which a theme of a literary text is developed by characterization, action, setting, and point of view.	The student . . . can tell how the theme of a short story is developed through the other elements of the short story.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student is able to support textually the author's attitude toward the subject of the work.	. . . can, with supporting evidence from the story, state the author's attitude toward the subject.
2	The student is able to determine the writer's purposes as indicated by the genre, tone, language devices, and content of a literary text.	. . . can identify and discuss the author's purpose(s) using genre, tone, language devices, and content of the literary work as evidence.
2	The student is able to relate the author's use of suspense and foreshadowing in creating tension that contributes to the reader's interest.	. . . can describe, either orally, or in written form, the author's use of suspense and foreshadowing devices.
2	The student is able to analyze the tone and mood of a literary text.	. . . can identify and discuss the tone and mood of a literary work, giving descriptive supporting evidence.
2	The student is able to identify personality characteristics that can be attributed to characters in stories.	. . . can write personality sketches of the characters in a short story.
2,3	The student is able to identify ethnic and cultural traits in stories of people from foreign countries and other societies.	. . . can list ethnic and cultural traits presented in a literary work.
2,3	The student is able to trace similar themes through different literary texts.	. . . can, after reading various literary works, categorize their titles into similar theme headings.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student knows that a literary text has potential meaning at several different levels (subjective, interpretive, historical, etc)	The student . . . can identify the different levels of meaning of a literary work.
2	The student is able to comprehend a line-by-line literal reading of poetry.	. . . can paraphrase a selected poem.
2	The student is able to respond subjectively and honestly to a literary work.	. . . can describe his/her emotional response to a literary work.
2	The student is able to support a subjective response (i.e. explain why the book was liked or dislined)	. . . can list specific reasons why he/she did or did not like a literary work.
2,3	The student is able to interpret cultural attitudes and customs other than his/her own through a reading of literature.	. . . can identify and interpret cultural attitudes and customs other than his/her own, encountered in a literary work.
1,2	The student is able to gain access to the past either by reading works written during a particular historical period or by reading works written about a period.	. . . can formulate and report on ideas and information of the past as a result of readin, works of a particular historical period.
11,2,3	The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature.	. . . can describe his/her feelings of support and empathy for a literary character and can show a relationship between that situation and similar personal relatiohsips with others.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2,11	The student is able to cope with conflicts by identifying with fictional characters in reading and learning from the fact that they share conflicts, characteristics, attitudes and needs.	The student . . . can compare his/her conflicts to those of fictional characters and can describe some tentative, hopefully successful, solutions.
2	The student is able to classify a literary work by genre.	. . . can identify the genre of a variety of literary works.
2,3	The student knows that American colonial writers focused upon religious ideas and upon the rigors of settling the New World.	. . . can describe the main characteristics of the literature of the American colonial writers.
2,3	The student knows that much of American literature has dealt with the American experience (i.e. democracy in a raw,bountiful land.)	. . . can give examples of the nationalistic characteristics of American literature.
2,3	The student knows that much of American literature has emphasized the dark,evil side of human nature (e.g. Hawthorne, Melville)	. . . can state the differences between the attitudes of the Transcendental writings and Hawthorne and Melville's writings.
2,3	The student knows that in contrast to the subjective and stylistic excesses of the Romanticists, the Naturalists sought to depict life with detail and objectivity.	. . . can describe some of the influences of technology on the "American Way of Life".
2,3	The student knows ways American literature in the twentieth century has participated in the western world's trend toward a more satiric mode of writing.	. . . can give examples of the satirical style of writing used in the American literature of the 20th century.

L.A. PR. GOAL	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2,3	The student knows that writers like Walt Whitman, Sherwood Anderson, and Ernest Hemingway greatly influenced the development of a distinctive American prose style.	The student . . . can discuss how the writing styles of Whitman, Anderson and Hemingway developed a distinctive American prose style.
2,3	The student knows that Blacks have been making important contributions to American literature for well over one hundred years.	. . . can formulate a general outline of the literary contributions during the last 100 years of Black Americans.
2	The student knows the terminology needed to analyze novels and short stories.	. . . can explain, using correct terminology, the elements and devices used in literary works: plot, character, theme, setting, tone atmosphere, point of view, fiction, non-fiction, allusion, symbol, etc.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will understand and recognize social, economic, educational, and cultural forces that influence his/her development.	. . . can discuss how social, economic, educational and cultural forces influenced Americans in the past and how they influence his/her development.
2	The student will understand, accept, and respect his/her own uniqueness as a result of learning, growth and maturation.	. . . can identify information and events which have had significance for his/her continual development into a unique individual.

C.E. PR. GOAL	CAREER EDUCATION COURSE GOAL	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize that educational experiences are a part of his/her career development.	The student . . . can identify how selected school subjects relate to participation in his/her community.
5	The student will understand the relationship between career and life-style.	. . . can state the relationship between the careers and the life styles of various literary characters.
6	The student will understand the relationship of his/her present and anticipated occupational status to local, state and national economic trends.	. . . can identify political reasons for a fluctuating economy. . . . selects tentative occupations and can state the prognosis/trends for those specific occupations.
3	The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.	. . . can create an individual literary project to be presented to the class.
1	The student will recognize individual differences and become tolerant in his/her interpersonal relationships.	. . . gives personal interpretations of why certain literary characters react differently to certain situations, and makes projections to real-life situations. . . . behaves in a positive, tolerant manner in interpersonal relationships.
8	The student will recognize the implications of working with and without supervision, independently and with others.	. . . discusses positive and negative factors of success while working independently or working within a group with and without supervision.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
1. Group Discussions 2. Constructing bulletin boards 3. Constructing film strips 4. Written commentaries on literary works and writers. 5. Analyzing literary works 6. Dramatizations 7. Senior Citizens' Christmas party 8. Individualized projects 9. Reading Aloud 10. Listening 11. Films and filmstrips	Adventures of American Literature, Harcourt, Brace Edge of Awareness, Hoope, Dell paperback Assorted paperbacks Filmstrips: Perfection Form Co. Edgar Lee Masters - Valley of the Spoon Irving of Sunnyside Hawthorne: The Inward Eye Willa Cather: Rebel from Red Cloud Filmstrips: EAV Co. Survey of History of American Literature History of Musical Theater in America Filmstrips: Guidance Co. American Humorist The Muckrakers Filmstrips: Klisse Emerson, Robert Frost, Walt Whitman, Edgar Allan Poe, Mark Twain, Sinclair Lewis, William Faulkner, F. Scott Fitzgerald Cut and Print (film strip kit) American Literature Map

DEBATE GOALS

Grade 10, 11, & 12

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student knows the characteristics of a good proposition: (1) it has two sides, (2) it is free of ambiguous term, (3) it is stated in the affirmative, (4) it proposes a course of action.	. . . composes his/her own debatable proposition, according to the above criteria. . . . analyzes the above elements in a debatable proposition.
1	The student knows that an issue in debate is any main question of fact or theory upon which the final determination of the proposition rests.	. . . extracts several issues from a debate proposition. . . . distinguishes between real issues and irrelevant issues of a debate topic.
1	The student knows the implications of the "burden of proof," which rests upon the affirmative.	. . . constructs a priori case. . . . points out to the affirmative team that the negative has won when the affirmative does not carry the burden of proof on an issue.
1	The student knows that strategy is the constraint of logic and evidence in debate (e.g., evasion, total clash, straw man).	. . . avoids the use of any of theseerroneous strategies in debating. . . . points out theerroneous use of these strategies in the opposing team.
7	The student is able to define terms to remove ambiguity in the debate.	. . . defines terms in cross examination. . . . identifies the lack of clash due to the lack of definition. . . . can rememdy the situation.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to assemble major arguments on more than one side of the question, providing a broad understanding on which to base conclusions.	The student . . . student develops a priori affirmative case. . . . student prepares useful negative briefs on significant issues of the debate proposition.
1, 7	The student knows that refutation may attack evidence and/or reasoning.	. . . attacks the evidence or reasoning of the opposition.
1, 6	The student knows that in inductive reasoning, a conclusion is drawn from a group of examples or facts.	. . . uses the term and the technique effectively in presenting arguement and refutation.
1, 6, 7	The student is able to tie evidence together in a chain of reasoning so that every general statement is supported by proof and plausible argument.	. . . supports generalizations with evidence. . . . indicates when the opposition has failed to support a generalization with proof.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will understand the importance of reacting rationally rather than emotionally to a problem.	The student . . . does not become irate during cross examination. . . . appears to maintain good thinking processes throughout discussions. . . . can restate oppositions case with out sarcasm or other such emotional demeaning tone.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will understand long-range planning and planning constraints.	. . . completes a case in time for scheduled debate. . . . submits and adheres to a work schedule.
7	The student will understand how evaluation and replanning are necessary during project execution in order to improve the product.	. . . responds positively to the criticism of peers and instructors. . . . works to improve the case on a tournament-to-tournament basis.
7	The student will plan and execute an original project.	. . . argues a unique case.
3	The student will understand the increasing need for flexibility and complexity in his/her decision-making processes.	. . . expresses options for issues in team discussions and during negative case construction. . . . develops negative briefs with unique and varied solutions to affirmative attacks.
3	The student will understand the need for continual evaluation and possible revision of decisions.	. . . does not become discouraged with case revisions. . . . works willingly and energetically on case revisions.
1	The student will appreciate the different ideas and values of others without having to adopt them.	. . . debates both sides of a topic. . . . discusses other cases, according to merits and problems.
1	The student will demonstrate beneficial relationships between himself/herself and others resulting from the performance of a job.	. . . compliments a partner on a good job. . . . contributes suggestions for improvement after finishing a case.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will appreciate that a job done well is rewarded by self satisfaction and the recognition of others.	. . . smiles after a debate win or says words to the effect, "alright. ." . . . emphasizes "a good debate" even though not knowing the winner.
1	The student will understand that others rely upon him/her to complete an accepted job.	. . . attends tournaments, making arrangements to clear up scheduling conflicts. . . . continues debating in an obviously losing situation.
8	The student will communicate effectively with other people.	. . . works cooperatively on a case with a partner, producing a mutual product. . . . accepts feedback from others concerning clarity of arguments.
7	The student will use complex communication skills associated with a particular career cluster.	. . . uses cross examination effectively. . . . develops impromptu arguements.
3	The student will reconsider goals, formulate new plans, and resolve the differences between the new and old goals and plans.	. . . works on debate case, and repairs according to judges recommendations, or according to own awareness of problems with arguements.

SAMPLE ACTIVITIES

Title: Trip to Court

General Content: Students travel to court for one day during which they take "flow sheets" of the arguements in some current court cases.

Preparation: 1) teach the technique of flow charts used to record the opposing arguements in a debate. 2) using some appropriate court records allow students to work in groups, outlining the opposing arguements. 3) using some other appropriate court record, have some students read the record aloud, while other students take flow of arguements. Students may stop reader to ask questions.

Trip: Students go to court and take flow sheets of court cases in session.

Follow Up: Students discuss their flow sheets and the significance of the arguements.

Materials: Section 22 in Elements of Tournament Debate.

SUGGESTED RESOURCES

Tapes:

Time Out For Semantics

Time Out For Propaganda

Texts:

Programmed Into to Debate
by: D.W. Klopf
J. Weston Walch, Publisher
(Box 658, Portland, Maine 04104)

Elements of Tournament Debate

SPEECH GOALS

High School

PROGRAM GOALS - LANGUAGE ARTS

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropraite feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

SPEECH GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to articulate sounds and words clearly to achieve intelligible speech.	The student . . . can accept evaluative statements from others (positive or negative) concerning speech delivery. . . . can take dictation of speech from recording taken at the back of the room.
10	The student is able to avoid disturbing mannerisms while addressing others.	. . . stands still while delivering speech. . . . does not make needless finger and hand motions while speaking. . . . avoids rolling eyes, shuffling, fidgeting, etc.
10	The student is able to establish and maintain eye contact with his/her audience in order to gain attention and utilize feedback.	. . . does not look at the floor while speaking. . . . uses eye contact to communicate need for approval. . . . can restate positive and/or negative feedback given by the audience concerning speaker eye contact.
7	The student knows that the main ideas of a speech classify a body of related details.	. . . uses the details found in research to support main ideas in a speech. . . . does not use extraneous details. . . . can group related details under a main idea.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to connect ideas when he or she speaks, as in showing comparison and contrast or cause and effect.	The student . . . utilizes feedback from others in an attempt to continually upgrade the connection of ideas in a speach. . . . does not jump from point to point by reading outline.
7	The student knows that the introduction captures the listener's attention and gains his/her good will.	. . . can listen to other speeches and describe how the introduction gained his/her good will and attention (or how it didn't). . . . can utilize evaluative statements from self and others in capturing listeners' attention and gaining good will through the development and delivery of an appropriate introduction.
7	The student knows ways that speeches are used for special occasions (e.g., introduction, farewell, presentation of award).	. . . participates in role-playing activities that call for impromtu public speaking. . . . participates in simulation of special speaking situations. . . . does not use slang and jargon for formal speech situations. . . . can identify several occasions when he/she might be called upon to give a speech. . . . can identify several occasions when personal acquaintances give speeches for special occasions.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows that a speech topic should be important to both the speaker and the audience.	The student . . . does not bore the audience with subject matter. . . . uses techniques to explain or exemplify unusual material. . . . uses introductory statements to communicate the relevancy of the topic. . . . identifies a topic of contemporary interest to his/her peers, and prepares a speech that deals with that issue.
7	The student knows the major values of an outline: a convenience for recall of materials, an aid to evaluation, a record, and a primary aid to planning.	. . . can list significant reasons for developing and using an outline . . . consistently plans and develops speeches with outlines. . . . does not balk at the assignment of a speech outline.
7	The student knows devices for beginning a speech.	. . . can effectively use the following techniques to begin the same speech: a) reference to the subject or occasion. b) asking a rhetorical question. c) using a startling statement. d) repeating a quotation e) using an anecdote or illustration.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that the principal function of the conclusion is to focus audience thought and feeling on the central theme of the speech.	. . . listens to some other speakers and describes how the conclusion accomplished its goal (or how it did not). . . . can utilize evaluative information for the purpose of developing and delivering an appropriate conclusion as a part of a speech.
7	The student knows methods frequently used to end a speech.	. . . can effectively use the following methods to conclude the same speech: a) challenge or appeal b) summarization c) quotation d) illustration

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will make statements about himself/herself which demonstrate self-awareness and set obtainable goals autonomously.	. . . prepares some mini contracts that take into consideration ability and ambition.
1	The student will appreciate the different ideas and values of others without having to adopt them.	. . . can rate the effectiveness of speeches with which he/she does not totally agree. (Use form that indicates effective range of speech and effect on the attitude of the listener.)

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will understand long-range planning and planning constraints.	The student . . . writes a work proposal for speech preparation. . . . keeps track of work and analyzes success or failure of effort.
7	The student will understand how evaluation and replanning are necessary during project execution in order to improve the product.	. . . gives a speech better the second time through. . . . changes theme or method of a speech without losing time in preparation.
7	The student will plan and execute an original project.	. . . gives a speech on a subject of personal choice.
1	The student will appreciate that a job done well is rewarded by self-satisfaction and the recognition of others.	. . . analyzes peer comments and states in some terms that the job made him/her feel good and that the student comments to that effect also made him/her feel good.
8	The student will communicate effectively with other people.	. . . can evaluate peer feedback which contains indications of understanding and appreciation. . . . can describe feelings of personal satisfaction as a result of reviewing peer comments on a completed task.

SAMPLE ACTIVITIES

Title: Video broadcasting the High School News.

General Content: Using video tape recording equipment students prepare high school news program. A group of 6-10 students can prepare a well-rounded program in about 4-5 days. Final product is shown to their classes for follow-through.

Preparation:

Day 1: Students brainstrom for stories. Group should determine the framework and important information for each story.

Day 2, 3 Students gather information and write up story, film interviews or outside shots.

Filming:

Day 4: With student directing final taping is completed.

Follow Through

Day 5: Students review completed product analyzing effectiveness of individual parts and the whole.

SUGGESTED RESOURCES

Films:

How to Use the Reader's Guide to Periodical Literature
ACI 12 mm (ESD)

Listening Skills: An Introduction
Coronet 11 mm (ESD)

Books:

Basic Speech Experiences
by Clark S. Carlile
Clark Publishing Co.
Pocatello, Idaho

Careers in Communication Media
Oregon State Department of Education
for sale by: Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

EXPOSITORY WRITING GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade 11

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communciation forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and devleops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

EXPOSITORY WRITING GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 5, 7	The student knows that there are various purposes for writing.	The student . . . does not confuse these purposes in a single paper. . . . can successfully write to inform, explain, to entertain and to persuade.
6, 7	The student is able to select a subject, narrow it to a topic, and expand it to a theme statement.	. . . writes a paper the theme of which comes from his/her own choice of subject, narrowing to a topic and expanding it to a theme. . . ., given a subject, narrows it to a topic. . . ., given a topic, expands it to a theme in a paper.
1	The student is able to use primary and secondary sources of information in his/her writing.	. . . successfully relates the content of an interview. . . . synthesizes the content of several newspaper articles on one topic.
6, 7	The student is able to use classification--the arbitrary but systematic arrangement of classes and subclasses--to develop a theme.	. . . prepares a useful outline for writing purposes. . . . does not confuse the reader by mentioning incongruous material in conjunction.
6, 7	The student is able to use analysis--the investigation of the component parts of a whole and their relationships--to develop a theme.	. . . communicates in writing the operation of a mechanical machine.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . communicates in writing the operation and procedures for a sport. . . . communicates in writing the rationale of a religion.
6, 7	The student is able to use and cite quotations from authorities to give validity to writing.	. . . effectively includes the comments of authoritative personalities to support an arguement.
6, 7	The student is able to write an introductory statement that: (1) includes the thesis of the composition, (2) presents a key to the structure of the composition, (3) offers an appeal and interest to the reader.	. . . analyzes his/her own introduction, showing what the purpose of each structure and organization is. . . . writes successful introductory statemets as judged by fellow class mates.
6, 7	The student is able to write a concluding statement that embodies the controlling idea of the composition without simply repeating exactly what has already been written.	. . . . composes an effective concluding statement, as judged by the instructor and/or students.
7	The student is able to use the transitional devices in his/her writings.	. . ., in written work, includes the effective use of the following transitional devices: using words and phrases such as "therefore," "however," and "on the other hand,"; repeating key words, and summarizing periodically.
6, 7	The student is able to evaluate and edit the content of impersonal writing, such as reports, for: (1) accuracy of statements, (2) adequacy of supporting details, (3) clarity of thought and logic, (4) depth of thought.	. . . makes realistic and constructive comments about his/her own papers in rough draft stages and in final form of the writing of others.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
6, 7	The student is able to evaluate and edit the organization of written reports or other impersonal writing for: (1) organization consistent with the form of writing and purpose, (2) development, (3) completeness.	. . . effectively evaluates the writing of professionals, of fellow students, and self for organization, development, and completeness. . . . can reconstruct an appropriate outline for a piece of informal writing.
6, 7	The student is able to use metaphors and similes, the two most common forms of figurative language, to enrich his/her writing with meaningful comparisons.	. . . uses meaningful figurative language for the support and development of a basic theme in a writing assignment. . . . avoids or discards useless of irrelevant figurative language.
6, 7	The student is able to write a formal essay in which he/she presents his/her ideas and arguments on a subject with authority in a dignified and impersonal tone.	. . . does not use slang or informal structures. . . . supports all claims with some reasoning rather than simply pontificating ideas.
6, 7	The student is able to write an informal definition of a term by first assigning the term to its general class and then developing its description from his/her own point of view.	. . . communicates the concept of an object, action, place, person, or idea by definitions which can be paraphrased by other students.
7	The student is able to proofread to correct spelling, grammar, and syntactical errors; to assure consistency and accuracy of punctuation; and to check legibility or typing accuracy.	. . . effectively proofreads his/her own paper identifying for self, others, or the instructor what theproblems are. . . . does not include mechanical erros in final drafts of written work.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will recognize that a description of himself/herself in terms of roles is an oversimplification.	. . . writes a paper that discusses the "wrong" interpretations people make because they look at him/her as a "teenager".
7	The student will refine complex communication skills associated with a particular career cluster.	. . . can write effective reports, opinion articles and stories that are in line with formal English style and requirements.
3	The student will understand that compromise of personal decisions is sometimes necessary.	. . . works with other students and pools individual plans or solutions to a problem in order to form a group solution.
3	The student will understand that a given set of facts can support different decisions.	. . . writes two different opinion articles from the same set of facts.
2	The student will recognize the need to evaluate how well he/she achieves goals.	. . . keeps a running log of goals accomplishments in the papers he/she writes.

SAMPLE ACTIVITY

TITLE: Directions to Write
(Adapted from Hood River curriculum)

General Content: This unit gives the student the opportunity to improve his/her ability to write a special kind of composition that demands precision in the process of giving directions.

Some Activities: Students construct a free form from tinker toys or legos. Then the student writes instructions for duplicating the process. Success is determined when the teacher or a fellow student can build the free form from the instructions.

or

Student writes instructions for building an object or completing a task. The process must have at least twenty steps. The composition may be in paragraph or list form. Writing is acceptable when fellow student or teacher can see no reasonable way to misconstrue directions. The composition must be free of mechanical errors. (Some successful attempts have been "changing a tire", "changing a diaper" and "Changing a class").

SUGGESTED RESOURCES

Films:

"String Bean"

McGraw Hill - 17 mm

Tapes:

AT-190 How To Write
4562 Writing a Magazine Article
4563 Slanting
4564 Style
4565 Work Habits
4566 Editing and Revising

Books:

Grammar and Composition
Complete Course
Harcourt, Brace and World

Writing Clinic
Ralph E. Loewe

ENGLISH LITERATURE GOALS

Grades 11 & 12

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

PROGRAM GOALS - CAREER EDUCATION

3. The student is able to use information in determining alternatives and reaching decisions.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her bahavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

ENGLISH LITERATURE GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECITVE
		The student
2	The student knows that a fundamental approach to literary response is to consider one or more of the following orientations or relationships: (1) relationship between text and author, between text and author, between text and audience, and between text and the world; (2) the text itself.	. . . comments on these relationships in class discussions. . . . can effectively participate in role playing activities where she/he responds as the author, as one of the characters, or as the contemporary audience. . . . can give examples of these relationships in an essay.
2, 3	The student is able to be more sensitive to beauty and human feeling through reading and applying literature to his/her personal experience.	. . . doens't snort at the mention of a poem. . . . contributes, willingly, comments of appreciation for something beautiful.
2, 11	The student is able to cope with conflicts by identifying with fictional characters in reading and learning from the fact that they share conflicts, characteristics, attitudes, and needs.	. . . relates how he/she coped with a particular personal incident as a result of reading about the actions taken by a literary character in a similar situation.
3	The student knows that a literary work may be significant for a number of reasons-- social, historical, economic, religious, philosophic, political.	. . . can detect the specific significant details in a literary work and state reasons for their significance.
2, 3	The student knows that literature reflects that man has long questioned his/her relationship to the universe, sometimes seeing himself/herself as a significant and integral part of it, sometimes as tyrannical master of it, and sometimes feeling that it is indifferent or even hostile to him/her.	. . . successfully explains the point of view of an author in relation to the cultural attitude toward the universe. . . . contrasts own view of the universe with that of an author.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2, 3	The student knows that a basic human impluse reflected in literature is the integration and the resolution of the apparently contradictory elements of the world.	The student . . . talks about the reason an author would write such a story. . . . can analyze the resolution or exposure of conflicting elements. . . . plays the role of the author in discussing the reasons for writing the work.
7	The student knows that primitive man's need to interpret, communicate, and perpetuate experience is expressed in his/her oral literature.	. . . talks about the reasons for primitive literature. . . . compares and contrasts primitive oral literature to written literature of today.
2, 3	The student knows that literature is a heritage as well as a stimulus for inventive departure and that authors utilize ideas, forms, and language of their predecessors.	. . . can discuss the ways (through content and/or structure) literature reflects the language of past generations, either in conformity or rebellion. . . . can describe in writing the ways literature reflects the language of past generations, either in conformity or rebellion.
2, 3	The student knows that Renaissance literature reflected the humanistic interest in individualism, worldiness, and man's diverse potentiality.	. . . talks about characters, telling how they are concerned for the rights of the individual. . . . accurately represents the thoughts of the Elizabethan mind in role-playing situations.
2, 3	The student knows that an impetus for the Romantic movement was a revolt against rigid conventions of neo-classicism.	. . . compares the methods of the neo-classicisms to the attitudes of the romantics. . . . role plays the attitude of Byron or other such romantics.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will use the concept of role to analyze both himself/herself and the structure of society.	The student . . . imagines what job he/she would have with his/her abilities if he/she lived during the past in England. . . . responds with comments indicative of an awareness of values of some English society, (e.g., the court of Elizabeth.)
2	The student will appreciate the different ideas and values of others without having to adopt them.	. . . can write his/her interpretation of another class member's ideas and values after listening to a presentation.
8	The student will communicate effectively with other people.	. . . can talk and listen to the other members of a small discussion group. . . . writes a paper that can be read and discussed by other students.
7	The student will plan and execute an original project.	. . . develops a unique, communicatable reaction to the literature being read by the class, and presents it to the class.
7	The student will understand long-range planning and planning constraints.	. . . can construct and maintain a work schedule for a longer paper. . . . can make adjustments in his/her schedule.
2	The student will accept himself/herself as a unique person.	. . . responds to the literature with comments of relationship to own unique experience and heritage.
2	The student will understand that he/she is a growing and continual developing person.	. . . comments that "the course sure taught me a lot."

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . indicates that he/she appreciates such things as poetry more than at some previous time. . . . admits that what seems irrelavent now may be important.
2	The student will recognize that his/her values are characteristic of his/her culture.	. . . says such things as "thats how I feel about . . . in my world", when referring to the comments of some historic person. . . . identifies embryonic elements of current values in past cultures.
4	The student will understand that what he/she will learn and how it is learned is up to him/her.	. . . develops personal ways of interpreting literature. . . . does independant reading and applies it to current assignment. . . . chooses to read during spare time in class.

SAMPLE ACTIVITY

TITLE: A Bite of Renaissance

General Content: Students prepare for and take a trip to a restaurant whose menu and decor reflect some period of English History. While in the atmosphere of the restaurant a guest speaker discusses pertinent historical times and events.

Preparation: Students read and discuss the historical setting of some period in English history. Individuals research the buildings, clothes, and social habits of the time. Students prepare some pieces of literature (either to be read or discussed.)

Trip: Students travel to restaurant (such places as Klinderdagger Bicherstaff and Petts Public House or Mr. Pickwicks in Seattle are quite suitable.)

Speaker: A guest speaker from a local college English or drama department could provide provocative insight, or students read and discuss assigned literature. If possible, get a menu from the period.

Follow Through: Students discuss the trip and write papers recording their experience.

C 6.6

SUGGESTED RESOURCES

Films:

Conscience in Conflict (S.Thoore)
(ESD) Learning Corp. 28 min

English Lit: The Elizabethen Period
(ESD) Coronet 13 1/2 min.

Heros and Cowards (Conrad)
(ESD) Learning Corp. 28 min

Macbeth
(ESD)

Macbeth: Politics of Power
(ESD) E.B.F. 28 min.

Power and Corruption
(ESD) Learning Corp. 28 min

Romanticism: Revolt of Spirit
(ESD) Learning Corp. 25 min

Shakespeare: Mirror to Men
(ESD) Learning Corp. 28 min.
Life in a Medievel Tour
(ESD) Coronet 16 min.
Tales from Dickens: A Christmas Carol
(ESD) Coronet 24 1/2 min.
Dickens, Charles: Background of His Work - Coronet 11 min (ESD)
Changing World of Charles Dickens

Text: Adventures in English Literature
Harcourt Brace and World

WORLD LITERATURE

PROGRAM GOALS - LANGUAGE ARTS

2. The student responds to language in subjective, analytic, and evaluative ways

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2, 3	The student values literature both for its unique qualities and for the cultural heritage it has preserved and disseminated.	. . . can explain how a literary work may be significant for a number of reasons--social, historical, economic, religious, philosophic, political. . . . can cite examples of literature that demonstrate the identified significant factors. . . . interprets, both orally and in writing, cultural attitudes and customs other than his/her own through the reading of literature.
2, 3	The student knows that man's need to interpret, communicate, and perpetuate experience is expressed in literature, music and art.	. . . can list examples of man's ideas expressed in literary, musical and artistic works. . . . can identify attitudes reflected in literature, music and art.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,3	The student values literature as an access to history; an enrichment of one's factual knowledge of the past.	. . . can list historical facts that he/she has discovered in literature. . . . interprets cultural attitudes and customs other than his/her own through the reading of literature.
2,3	The student knows that literature reflects the idea that human experience is various and paradoxical, embracing a multitude of often conflicing opposites (e.g., the good and the bad, the pleasant and the repugnant, the beautiful and the ugly, the moral and the immoral).	. . . utilizes different points of view in literature as a means of looking at and relating his/her own experience in this new light. . . . gives examples of new and different points of veiw found in his/her readings.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will understand and recognize forces such as social, economic, educational, and cultural that influence his/her development.	. . . lists those skills needed to evaluate himself/herself in relationship to his/her enviornment. . . . can write statements about himself/herself which demonstrate self-awareness. . . . can autonomously set several obtainable goals for himself/herself.
2	The student will recognize that self-knowledge is related to a set or system of values unique to him/her.	. . . identifies several career choices in society in relation to his/her unique abilities and interests.

SAMPLE ACTIVITIES

1. Read texts/novels/short stories

2. Research: (Items to consider)
   A. Sartre's attitude concerning:
      1. philosophy
      2. ethics
      3. politics
      4. his literary genres
      5. freedom
   B. Differences and similarities of the personal philosophies of Sartre and Camus.
   C. Influence of German philosopher, Heidegger.
   D. "Existential dialect" as set forth by Kierhegard
   E. The purpose or aim of "the writer", as Sartre sees it.
   F. The geographic settings of the novel.
   G. Political movements of the time
   H. Causes for social unrest of the time

Discussion Sessions
   A. Large group
   B. Small group
   C. Teacher initiated

Lectures
   A. Clarification
   B. Techniques used by author
      1. symbolism imagery, motif, satire, irony, etc.
   C. Supplementary material about author, period in history, etc.
   D. Philosophy involved
   E. Psychology involved

Field trips

Make collages

SUGGESTED RESOURCES

Texts:

- Man in Literature
- Literature of the World
- Literature of the World Around Us.

Center of Humanities Slides:

- Religion
- Existentialism
- Romanticism
- Realism

Filmstrips on various authors, musicians, artists

Records:

- Folk tales of European Countries
- Famous composers - Brahms, etc.
- Operas
- Oriental music

Resource speakers

COLLEGE WRITING GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade Twelve

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communitcation.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropraite to career placement and adjustment.

L. A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
3, 6, 7	The student is able to evaluate the worth of a literary text according to a set of criteria.	The student . . . evaluates, in written form, the worth and effectiveness of a literary text on the basis of any of the following elements: genre, literary conventions and devices, plausibility, potential for meaningful interpretation, moral stance, relationship to a literatry tradition, writer's intention, emotional effect, etc.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . writes a unified paper on a given topic in which he/she includes his/her own ideas plus ideas from more than one other source. . . ., in a writing assignment, acknowledges quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used. . . . writes an analysis of the techniques used by an author in a literary selection. . . . defines the terminology used to analyze and discuss character; archetypes, motivation, protagonist, antagonist, conflict, flat character, round character, dialogue, character foil, empathy, etc. . . . can communicate his/her response to a literary selection both verbally and in an essay. . . . selects textual evidence to support what he/she believes to be an author's attitude toward a subject and uses correct form in writing a related essay. . . . can show how he/she has used the genre, tone, language devices, and content of a literary work to aid in determining a writer's purpose. . . . uses knowledge of an author's life and times as an aid to interpreting the writing, either orally or in written form.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
6, 7	The student is able to express himself/herself in writing on given situations, in a socially acceptable manner so that others understand.	The student . . . writes an analysis of the techniques used by an author in a literary selection. . . . supports his/her generalizations with relevant facts and data. . . . uses comparison and contrast to develop a theme. . . . uses illustration--explanation by figure and example-- to develop a theme. . . . writes an introductory statement that: (1) includes the thesis of the composition, (2) presents a key to the structure of the composition, (3) offers an appeal and interest to the reader. . . . writes concluding sentences of narrative paragraphs which: (1) express a definite emotional response, (2) lead smoothly into the next paragraph, (3) hint at subsequent solutions or developments. . . . writes a concluding statement that embodies the controlling idea of the composition without simply repeating exactly what has already been written. . . . writes an expository paper which develops an idea, defines an opinion, or interprets a literary work. . . . uses expository techniques in answering a given set of essay questions, being aware of special considerations of preparation and time limitations.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will relate information about himself/herself in selecting, learning, or performing duties.	. . .selects a career which he/she is capable of pursuing, basing the decision on knowledge about himself/herself and on the selected career.
7	The student will develop the skills necessary for employment in the career of his/her choice.	. . . uses his/her proficiency in communication skills in simulated career situations.
8	The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his/her choice.	. . . can identify a work habit and set a goal for its further development within the time period of one week. (e..g, write fifteen minutes a day) . . . keeps record of his/her progress toward a given goal.

SAMPLE ACTIVITIES

1. Continue reading begun in college reading class
2. Write explication of poems (e.g., T.S. Eliots' J. Alfred Prufrock, as a learning tool
3. Study techniques of research paper writing - Write research paper.
4. Write "papers" from novels read.

SUGGESTED RESOURCES

1. Warriner's grammar text
2. Assorted paper backs and texts
3. Assorted poetic works
4. Sissoon's Synonym's text
5. Research paper handbook
6. Search For Personal Freedom - Set I - Set II
7. Beowulf To Beattles text
8. Discovery in Literature text

COLLEGE READING GOALS

Grade Twelve

PROGRAM GOALS - LANGUAGE ARTS

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2, 3	The student recognizes that ideas are expressed in many ways: varieties of dialects, styles, usages, tone, and points of view.	The student . . . identifies language variation (dialects and other languages) in his/her reading. . . . indicates the uncertainty and ambiguous characteristics of several different languages. . . . identifies a symbol representing a concept (or idea), and relates it to the "thing" it symbolizes. . . . can interpret abstract words, and can defend his/her interpretation. . . . utilizes the different points of view in literature as a means of looking at his/her own experience in a new light.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . classifies works of literature as they relate to romantic, tragic, satiric, and comic narrative structure. . . . perceives similarities in literary structures, and can compare them. . . . identifies the meaning in a literary work that is dependant upon the author's ideas and intent, the author's effectiveness with structure and language, and his/her own interpretive skills, knowledge, and experience. . . . can identify and explain how the tone in a given literary work is as varied as the different attitudes possible for any human being--such as ironic, serious, objective, alienated, solumn, sportive, satirical, tragic, and sentimental.
2, 3	The student responds to literature as a reflection of humanity.	. . . identifies a literary work as being significant for a number of reasons--social, historical, economic, religious, philosophic, political. . . . can list the experiences and backgroud of an author that contribute to the theme of his/her works.
2	The student responds to literature in subjective, analytic and evaluative ways.	. . . can give examples of conflicts that occur between individuals, ideas, and groups and can explain how they motivate action which contributes to the plot of a literary text.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . defines the terminology needed to analyze novels and short stories: plot, character, theme, setting, tone, atmosphere, point of view, fiction, nonfiction, allusion, symbol, etc. . . . can give examples that a writer might employ in dealing with time in a novel. (e.g., (1) a straighforward narrative with passage of time indicated by transitional devices such as "two weeks later" or "the next morning," (2) flashbacks signaled by various transitional devices, (3) stream-of-consciousness in which literary time approximates "real" time, (4) multiple narrators, each narrator covering the same time period from his/her point of view, (5) other more sophisticated methods. . . . evaluates the worth and effectiveness of a given literary text on the basis of any of the following elements: genre, literary conventions and devices, plausibility, potential for meaningful interpretation, moral stance, relationship to a literary tradition, writer's intention, emotional effect, etc. . . . identifies the effect of imagery (word pictures) in a literary text. . . . analyzes the major ideas about character, plot, and events in a literary text. . . . analyzes the manner in which a theme of a given literary text is developed by characterization, action, setting, and point of view. Grade 12

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . identifies a writer's use of a pattern of images throughout a work, thus contributing to the overall meaning (e.g., the "clothes" images in MACBETH). . . . can define the terminology used in a literary work to analyze and discuss character: archetypes, motivation, protagonist, antagonist, conflict, flat character, round character, dialogue, character foil, empathy, etc. . . . communicates his/her response to a literary selection, both verbally and in written form.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	The student . . . uses the concept of role to analyze both himself/herself and the structure of society.
7	The student will develop the educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . uses complex communication skills associated with a particular career cluster, and explains the developmental nature of the related learning experiences.

SAMPLE ACTIVITIES

1. Read from wide range of selected materials. Some of the authors included in this course will be: Faulkner, Dostoesvsky, Kafka, Mann, Camus, Sartre, Shakespeare, Henningway, Steinbeck, Dante, Hesse, Paton (Cry The Beloved Country), Joyce, Tennyson.

2. Each student will keep a file catalogue on each work read.
3. Class discussions
4. Essay tests
5. Short papers
6. Individualized vocabulary study
7. Research
8. Possible use of speakers when available
9. Listen to records, tapes, filmstrips.

SUGGESTED RESOURCES

1. Complete set of Shakespeare's works
2. Records - Macbeth, King Lear, Henry IV Part I, Richard, etc.
3. Sound-slide set - Philosophers Ideas That Changed the World; Christ, Marx, Darwin, Freud
4. Sound-slide set - Realism, Romanticism, Existentialism
5. Filmstrip - Dostoevski/Kafka
6. Paperbacks (on selected authors)
7. Film - Hamlet
8. Texts - Search For Personal Freedom - Set I & II
   Beowulf To Beattles
   Discovery in Literature

CREATIVE WRITING GOALS

Grades 11 & 12

PROGRAM GOALS - LANGUAGE ARTS

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

2. The student knows himself/herself and develops a personal value system.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5, 6, 7	The student is able to express his/her moods, his/her state of mind, relationship with others, and personal experiences in writing.	The student . . . uses observations and honest personal response in expressing himself/herself in poetry. . . . expresses his/her thought in poetry by using words economically--fewer than in prose but with higher impact in meaning. . . . can express ideas in simple forms of verse such as haiku, a couplet, a quatrain, a limerick, or a cinquain. . . . can write lyric, narrative and ballad poetry.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can identify the elements of good poetry. . . . uses some of the musical qualties of poetry in original verse (e.g., rhythmical phrasing, rhyme, meter, alliteration, onomatopoeia). . . . writes a short story containing the following: (1) one well-developed character, (2) descriptive and narrative paragraphs, (3) conflict over ideas, (4) concise plot, (5) elements of suspense and surprise. . . . develops characters in the writing of short stories so that the following is revealed or implied: (1) historical era, (2) geographic origin, (3) sex and age, (4) education, (5) socio-economic status, (6) values. . . . writes a story in which the protagonist meets obstacles such as: the antagonist (a person or a group of people), nature, coincidence, fate, or the gods. . . . writes a narrative based partly upon his/her own experience. . . . uses foreshadowing in his/her writing to suggest what will happen later in the story.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows that writers attempt to create fresh and unique figures of speech that overcome the cliches of figurative language in common usages.	The student . . . uses a variety of vocabulary words designed to create sensory impressions in his/her writing. . . . uses figurative language including the extended metaphor in his/her writing. . . . can demonstrate how the English language is flexible and pliable and can be manipulated until the best personal communication is discovered.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will recognize the responsibilities to himself/herself and others when accepting a task or job.	The student . . . can discuss the need for beneficial relationships between persons, resulting from the performance of a job. . . . perform in a manner so that a job done well is rewarded by self-satisfaction and recognition by others.
2	The student will recognize the relationship of of his/her interests, aptitudes, and achievements to the realization of his/her career goals.	. . . can reevaluate and list his/her emerging interests, aptitudes, and achievements. . . . discusses post high school plans based upon new information about his/her interests, aptitudes, and achievements.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will develop the skills necessary for employment in the career area of his/her choice.	The student . . . identifies related information common to career areas and develops entry level capabilities for a projected career area.

SAMPLE ACTIVITIES

1. Write instant poems
2. Watch film images
3. Write, write, write
4. React to objects/photographs,
5. React to music/newspaper, magazines
6. Publish literary magazine
7. Discussion times
8. Read works by famous authors - study for style, etc.
9. Keep a personal journal

SUGGESTED RESOURCES

1. Study guide to writing poems short stories, articles, etc.
2. Images and Explorations (Paulist Press) - I, II, III _ slides
3. Photographs
4. Newspapers/magazines
5. Assorted objects - flower, key chaines, etc.
6. Music
7. Sissoon's text
8. Works by other young writers
9. 1976 Spring - Creative Literary Magazine, published and written by Cashmere High School
10. Own personal journals
11. Personal - by Kraft/Newschafer
12. Set of paperbacks each on - friendship, loneliness, death (Careless Potato), searching for meaning.